

[Title II Higher Education Act](#)

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Vanessa Anton Program User

Select Academic Year Menu

2020-21 Academic Year Data ▾

2022 Title II Reports National Teacher Preparation Data
Northeastern State University

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OK
Northeastern State University Traditional Report AY 2020-21 Oklahoma
Report CompleteStatus: Certified

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID 207263

☐ THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation

Address College of Education

Address line 2: 600 N. Grand Avenue

City Tahlequah

State
Oklahoma ▾

Zip 74464

Salutation

Dr. ▾

First Name Vanessa

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Phone (918) 444-3701

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Reset

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Section I: Program Information

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. [\(§205\(a\)\(C\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

This Page Includes:

- [List of Programs](#)

List of Programs

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List of Programs			
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	<ul style="list-style-type: none">EditDelete
13.1202	Elementary Education	UG	<ul style="list-style-type: none">EditDelete
13.1	Special Education	UG	<ul style="list-style-type: none">EditDelete
13.1302	Teacher Education - Art	UG	<ul style="list-style-type: none">EditDelete
13.1305	Teacher Education - English/Language Arts	UG	<ul style="list-style-type: none">EditDelete
13.1306	Teacher Education - Foreign Language	UG	<ul style="list-style-type: none">EditDelete
13.1316	Teacher Education - General Science	UG	<ul style="list-style-type: none">EditDelete
13.1311	Teacher Education - Mathematics	UG	<ul style="list-style-type: none">EditDelete
13.1312	Teacher Education - Music	UG	<ul style="list-style-type: none">EditDelete

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.99	Teacher Education - Other	UG	<ul style="list-style-type: none"> Edit Delete
13.1314	Teacher Education - Physical Education and Coaching	UG	<ul style="list-style-type: none"> Edit Delete
13.1318	Teacher Education - Social Studies	UG	<ul style="list-style-type: none"> Edit Delete
	<input type="text"/>	UG, PG, or Both <input type="radio"/> UG <input type="radio"/> PG <input type="radio"/> Both <input type="radio"/>	<ul style="list-style-type: none"> Insert Cancel

Total number of teacher preparation programs:

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Info

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 ☒ This Page is Completed

Section I: Program Information

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(§205\(a\)\(1\)\(C\)\(i\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

This Page Includes:

- [Undergraduate Requirements](#)
- [Postgraduate Requirements](#)
- [Supervised Clinical Experience](#)

Undergraduate Requirements

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1. Are there initial teacher certification programs at the undergraduate level? ☒ Yes
☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Undergraduate Requirements		
Element	Admission	Completion

Undergraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Fingerprint check	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Background check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum number of courses/credits/semester hours completed	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA in content area coursework	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA in professional education coursework	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum ACT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum SAT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum basic skills test score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Subject area/academic content test or other subject matter verification	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Recommendation(s)	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Essay or personal statement	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Interview	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Other Specify:		
Other specify: Professional Dispositions	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

4. Please provide any additional information about the information provided above: Teacher candidates majoring in Elementary Education, Early Childhood, Health & Physical Education, Secondary Education, and Special Education must have a GPA of at least 2.75 in order to be considered for full admission. They must continue to maintain a 2.5 through completion (overall, in their major field, and in professional core). In 2019, the State of Oklahoma passed a law allowing a passing score of 22 including the writing on the ACT or a passing score of 1120 on the SAT including a 5 on the reading, 4 on analysis, and a 5 on the writing to be used in lieu of the required passing 240 Oklahoma General Education Test (OGET) score. In other words, teacher candidates can use either the previously described ACT, SAT, or OGET scores to be admitted into the teacher preparation program. In Fall 2020, the NSU College of Education began implementing the PPAT (Praxis Performance Assessment for Teachers) in lieu of the OPTE (Oklahoma Professional Teacher's Exam) since the state will be phasing the OPTE out and implementing the PPAT. Teacher candidates in all teacher preparation programs complete all 4 tasks of the PPAT during their internships and before completion of their program.

Teacher candidates majoring in Elementary Education, Early Childhood, Health & Physical Education, Secondary Education, and Special Education must have a GPA of at least 2.75 in

Postgraduate Requirements

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1. Are there initial teacher certification programs at the postgraduate level? ☐ Yes

☒ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Postgraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Fingerprint check	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Background check	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum number of courses/credits/semester hours completed	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum GPA	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum GPA in content area coursework	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum GPA in professional education coursework	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum ACT score	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum SAT score	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Minimum basic skills test score	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Subject area/academic content test or other subject matter verification	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>

Element	Admission	Completion
Recommendation(s)	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Essay or personal statement	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Interview	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>
Other Specify:		
Other specify: <input type="text"/>	Required for Entry <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>	Required for Exit <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/>

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

Supervised Clinical Experience

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Provide the following information about supervised clinical experience in 2020-21. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models? ☒ Yes

☐ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours required for student teaching

Number of clock hours required for student teaching

Are there programs in which candidates are the teacher of record? ☐ Yes

☒ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

All Programs

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

Please provide any additional information about or descriptions of the supervised clinical experiences: Supervised Clinical Experience: We have interpreted the supervised clinical experience definition in the guidance information (i.e. ...a series of supervised field experiences--including student teaching--with Pre K-12 students that occur as a sequenced, integral part of the preparation program prior to the teacher candidate becoming the teacher of record) as meaning all three of the internship experiences our teacher candidates must successfully complete for graduation. The 2020-2021 data is as follows: Pre-I (Fall 2020 n=110; Spring 2021 n=76; Total n=186), Pre-II (Fall 2020 n=99; Spring 2021 n=54; Total n=153), and Full (Fall 2020 n=66; Spring 2021 n=90; Total n=156), for a total of 495 (2020-2021). The 2020-2021 Northeastern's Enhanced eXperience in Teaching (NEXT) cohort had 14 (Fall 2020 n=8; Spring 2021 n=6) teacher candidates. The 2021-2022 cohort has 10 (Fall 2021 n=7; Spring 2022 n=3) teacher candidates. These students had a significant increase in clock hours: Average number of clock hours of supervised clinical experience required prior to student teaching: 64 (pre-I) Average number of clock hours required for year long student teaching: 896 (combination of pre-II and internship semesters--256 + 640) Comparison-- Traditional: Total clock hours in internship experiences--784 (64+80+640). NEXT: Total clock hours in internship experiences-- 960 (64+256) In the Fall of 2019, we began piloting flexible internship options to provide ample internship/immersive learning opportunities while still meeting the demands of teacher candidate busy work schedules so that they can still pay for college and still meet the state requirement for internship hours. Flexible internship options are listed below: Option 1: 4-day flexible option: 448 hours Option 2: 5-day flexible option: 440 hours Option 3: Traditional option: 640 hours. Adjunct Faculty: The guidelines state the following--and our cooperating teachers (P-12) fall into at least two of these categories. We suggest three criteria, any one of which would imply inclusion in the count: - If they spend a number of hours each week observing, supervising or discussing the clinical experience with the teacher-candidates or other teacher preparation program faculty; - If they receive a stipend from the teacher preparation program for their participation; - If they are considered part of the teacher preparation program, in terms of recognition in brochures or other program descriptions provided to the state or the general public. Included in this

Supervised Clinical Experience: We have interpreted the supervised clinical experience definition in the guidance information (i.e. ...a series of supervised field experiences--including

total number of adjuncts are cooperating teachers (P-12) supervising in Pre-I, Pre-II, and the full internship.

Save Option

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Reset Page

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Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)

Number of Faculty

Update

100% (Full-Time)

50% (Half-Time)

Employment Rate (%)

Number of Faculty

Delete

Employment Rate (%)

Number of Faculty

Delete

Add Row

Calculate FTE

Section I: Program Information

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. [\(§205\(a\)\(1\)\(C\)\(ii\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

This Page Includes:

- [Enrollment and Program Completers](#)

Enrollment and Program Completers

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Enrollment and Completer Totals

2020-21 Total

Total Number of Individuals Enrolled	Total Number of Individuals Enrolled in 2020-21	<input type="text" value="400"/>
Subset of Program Completers	Subset of Program Completers in 2020-21	<input type="text" value="154"/>

Program Enrollment and Completers By Gender		
Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment <input type="text" value="57"/>	Male Completers <input type="text" value="25"/>
Female	Female Enrollment <input type="text" value="343"/>	Female Completers <input type="text" value="129"/>
Non-Binary/Other	Non-Binary/Other Enrollment <input type="text" value="0"/>	Non-Binary/Other Completers <input type="text" value="0"/>
No Gender Reported	Nonreported gender Enrollment <input type="text" value="0"/>	Nonreported gender Completers <input type="text" value="0"/>

Program Enrollment and Completers By Race/Ethnicity		
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment <input type="text" value="66"/>	American Indian or Alaska Native Completers <input type="text" value="24"/>
Asian	Asian Enrollment <input type="text" value="2"/>	Asian Completers <input type="text" value="2"/>
Black or African American	Black or African American Enrollment <input type="text" value="3"/>	Black or African American Completers <input type="text" value="0"/>
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment <input type="text" value="17"/>	Hispanic/Latino of any race Completers <input type="text" value="6"/>
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment <input type="text" value="0"/>	Native Hawaiian or Other Pacific Islander Completers <input type="text" value="0"/>
White	White Enrollment <input type="text" value="239"/>	White Completers <input type="text" value="93"/>
Two or more races	Two or more races Enrollment <input type="text" value="69"/>	Two or more races Completers <input type="text" value="29"/>
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment <input type="text" value="4"/>	Nonreported race/ethnicity Completers <input type="text" value="0"/>

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

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Section I: Program Information

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

This Page Includes:

- [Teachers Prepared by Subject Area](#)
- [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

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Please provide the number of teachers prepared by subject area for academic year 2020-21.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank.
[\(\\$205\(b\)\(1\)\(H\)\)](#)

[What are CIP Codes?](#)

☐ No teachers prepared in academic year 2020-21

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

Teachers Prepared by Subject Area		
CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text" value="10"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="60"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text" value="39"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="17"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text" value="11"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text" value="6"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text" value="7"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text" value="11"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared <input type="text" value="1"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text" value="3"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text" value="1"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text" value="1"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>
13.1328	Teacher Education - History	Number Prepared <input type="text" value="3"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text" value="7"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text" value="1"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text"/>
	Education - Other Specify:	
13.99	Other specify: <input type="text"/>	Number Prepared <input type="text"/>

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education-Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program? ☒ Yes

☐ No

☐ No teachers prepared in academic year 2020-21

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

Teachers Prepared by Academic Major		
CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text" value="10"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="60"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text" value="39"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	Number Prepared <input type="text"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="17"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text" value="6"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text" value="7"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text" value="11"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - General Science	Number Prepared <input type="text" value="1"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text" value="3"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>
13.1328	Teacher Education - History	Number Prepared <input type="text"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text" value="1"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	Number Prepared <input type="text"/>
01	Agriculture	Number Prepared <input type="text"/>
03	Natural Resources and Conservation	Number Prepared <input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared <input type="text"/>
09	Communication or Journalism	Number Prepared <input type="text"/>
11	Computer and Information Sciences	Number Prepared <input type="text"/>
12	Personal and Culinary Services	Number Prepared <input type="text"/>
14	Engineering	Number Prepared <input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	Number Prepared <input type="text"/>
19	Family and Consumer Sciences/Human Sciences	Number Prepared <input type="text"/>
21	Technology Education/Industrial Arts	Number Prepared <input type="text"/>
22	Legal Professions and Studies	Number Prepared <input type="text"/>
23	English Language/Literature	Number Prepared <input type="text"/>
24	Liberal Arts/Humanities	Number Prepared <input type="text"/>
25	Library Science	Number Prepared <input type="text"/>

CIP Code	Academic Major	Number Prepared
26	Biological and Biomedical Sciences	Number Prepared <input type="text"/>
27	Mathematics and Statistics	Number Prepared <input type="text"/>
30	Multi/Interdisciplinary Studies	Number Prepared <input type="text"/>
38	Philosophy and Religious Studies	Number Prepared <input type="text"/>
40	Physical Sciences	Number Prepared <input type="text"/>
41	Science Technologies/Technicians	Number Prepared <input type="text"/>
42	Psychology	Number Prepared <input type="text"/>
44	Public Administration and Social Service Professions	Number Prepared <input type="text"/>
45	Social Sciences	Number Prepared <input type="text"/>
46	Construction	Number Prepared <input type="text"/>
47	Mechanic and Repair Technologies	Number Prepared <input type="text"/>
50	Visual and Performing Arts	Number Prepared <input type="text"/>
51	Health Professions and Related Clinical Sciences	Number Prepared <input type="text"/>
52	Business/Management/Marketing	Number Prepared <input type="text"/>
54	History	Number Prepared <input type="text"/>
99	Other Specify: <input type="text"/>	Number Prepared <input type="text"/>

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Section I: Program Information**Program Assurances**

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\); §206\(b\)](#))

This Page Includes:

- [Program Assurances](#)

Program Assurances[Back To Top](#)

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends. ☒ Yes

☐ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. ☒ Yes

☐ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects. ☒ Yes

☐ No

☐ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities. ☒ Yes

☐ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students. ☒ Yes

☐ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families. ☒ Yes

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable. ☒ Yes
☐ No

8. Describe your institution's most successful strategies in meeting the assurances listed above: Northeastern State University is fortunate to operate in locations that provide teacher candidates opportunities to practice in local area schools which serve families from a variety of backgrounds, children from marginalized populations, ethnicities, social economic statuses, English language learners, and children with varying needs and abilities. Clinical placement decisions are based upon student characteristics including ethnicity of the population, mobility rates, percentage of children requiring free/reduced lunch, percentage of children requiring special education services, and percentage of English Language Learners. We continue to evaluate our curriculum to reflect the needs of school partners. Stakeholders are given opportunities for input and inclusion in the decision-making process for teacher education every fall, spring, and summer semesters. Many unique partnerships between NSU and local area school districts are already in place to address the teacher shortage in the state of Oklahoma (i.e. 'Grow Your Own Teachers' programs for concurrent high school students). Newly developed and innovative partnerships are consistently being planned and implemented to address the teacher shortage, trauma informed instruction, struggling readers, multi-tiered structured interventions, and the most recent pandemic and virtual needs of school districts. We have programs in place to give teacher candidates a variety of internship opportunities (i.e. rural, urban, international, yearlong).

Northeastern State University is fortunate to operate in locations that provide teacher candidates opportunities to practice in local area schools which serve families from a variety of

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Section II: Annual Goals

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. [\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

This Page Includes:

- [Report Progress on Last Year’s Goal \(2020-21\)](#)
- [Review Current Year’s Goal \(2021-22\)](#)
- [Set Next Year’s Goal \(2022-23\)](#)

Report Progress on Last Year’s Goal (2020-21)

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1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

☒ Yes
☐ No

2. Describe your goal. Increase the number of students selecting the mathematics degree and mathematics education option.

Increase the number of students selecting the mathematics degree and mathematics education option.

3. Did your program meet the goal? ☒ Yes
☐ No

4. Description of strategies used to achieve goal, if applicable: During the 2020-2021 academic year, we recruited Math Education students by teaching concurrent high school students College Algebra at Coweta High School and Stilwell High School. We recruited students at the Tulsa Community College SE campus in the Fall of

2021; NSU students at the Major Fair, October 1; and at the Academic Fair, October 24. Other examples of recruitment efforts include the Fall 2020 and Fall 2021 Riverhawk Hype, November 16; Riverhawk Jam, Spring 2021; the Muskogee Math and Engineering Competition at Muskogee Civic Center, February 13. In mathematics courses prior to and near the beginning of the program, we make students aware of the Teach Grant Oklahoma Teacher Shortage Employment Incentive program. Recruitment will continue to be conducted at the Riverhawk Rallies, Riverhawk Jam, and SOAR. Another venue involves visiting mathematics content classes and describing the alternative placement process and information concerning careers in mathematics education. Through mathematics courses, students will be made aware of the Teacher Shortage Employment Incentive Program (TSEIP) and the TEACH Grant, as well as the benefits of choosing a career in mathematics education. Faculty in the program also follow up as a second point of outreach by making personal calls or sending emails to those we interact with at various recruiting events. The Chair of the Department also follows up with personal emails to anyone who has reached out to NSU via our website showing interest in our programs.

During the 2020-2021 academic year, we recruited Math Education students by teaching concurrent high school students College Algebra at Coweta High School and Stilwell High School.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: The department created one degree with two degree options, mathematics education and mathematics. There is a commonality of courses students will experience regardless of their degree option, which provides opportunities to encourage more to consider mathematics education either by traditional teacher preparation or through alternative teacher certification. The M. Ed. The

The department created one degree with two degree options, mathematics education and mathematics. There is a commonality of courses students will experience regardless of their degree

Mathematics Education program is supporting those with a mathematics degree who also plan to teach.

6. Provide any additional comments, exceptions and explanations below: Due to the pandemic situation, recruitment opportunities have been impacted. The climate for public school teachers continues to be somewhat negative from the perception of teachers and the general public. Prospective teachers seem to be dissuaded from becoming teachers when in-service teachers commonly complain about financial compensation, working conditions, and shortage of supplies. While a very difficult environment to recruit students into the secondary mathematics teaching profession, we continue to do so with passion and intentionality. Traditionally, the ratio in the programs has been 2 to 1 mathematics education to mathematics. The computer science program has grown tremendously, and there is a good possibility that students

Due to the pandemic situation, recruitment opportunities have been impacted. The climate for public school teachers continues to be somewhat negative from the perception of teachers and the

who might otherwise have chosen to major in a mathematics field have migrated to computer science.

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. ☒ Yes

☐ No

8. Describe your goal. During the 2021-2022 academic year, the mathematics department proposed to merge/relocate the math education program under the bachelor's of mathematics program. Therefore, candidates majoring in mathematics can choose from two options; 1) mathematics or 2) mathematics education. Candidates still take the same educational pedagogical courses as they previously did under the mathematics education degree. This proposal was approved by the state regents in Spring of 2021. The proposed goal is to increase the number of students selecting the Mathematics BS degree and mathematics education option, with the

During the 2021-2022 academic year, the mathematics department proposed to merge/relocate the math education program under the bachelor's of mathematics program.

goal of 3 more students than the previous academic year.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. ☒ Yes

☐ No

10. Describe your goal. A new goal is that the department will submit a NSU Noyce Track I grant to support STEM majors who plan to teach..

A new goal is that the department will submit a NSU Noyce Track I grant to support STEM majors who plan to teach..

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Section II: Annual Goals

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. [\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

This Page Includes:

- [Report Progress on Last Year’s Goal \(2020-21\)](#)
- [Review Current Year’s Goal \(2021-22\)](#)
- [Set Next Year’s Goal \(2022-23\)](#)

Report Progress on Last Year’s Goal (2020-21)

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1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

☒ Yes

☐ No

2. Describe your goal. To increase the numbers of students in all emphases, but particularly in underrepresented areas such as chemistry. A physics emphasis will be

To increase the numbers of students in all emphases, but particularly in underrepresented areas such as chemistry. A physics emphasis will be developed and added to the options, but it will

developed and added to the options, but it will also be embedded in the Physics Program.

3. Did your program meet the goal? ☒ Yes

☐ No

4. Description of strategies used to achieve goal, if applicable: Recruitment was conducted during the 2020-2021 academic year. Potential students were recruited at various venues such as Tulsa Community College SE campus in the fall of 2021. Other recruitment venues include the Academic Fair (October 24), the Riverhawk Jam (spring, 2021) and the Riverhawk Hype (Nov. 16). Recruitment through the undergraduate science content areas are planned as we currently are in the process of transitioning the Science Education Program emphases to the science content areas (such as biology and chemistry), as well as communicating to students the alternative placement process and the benefits of a career in science education. Through science courses, students are made aware of the Teacher Shortage Employment Incentive Program (TSEIP) and the TEACH Grant, as well as the benefits of choosing a career in science education. Changes to the emphases are in process, such as adding a physics emphasis, to help recruit students in much-needed areas. We are also looking at increasing the numbers of Science Education students through the analysis of competing programs to determine possible changes that would support recruitment and retention of science education majors, particularly in Oklahoma where the need is so great. The current chair of the program reaches out to potential students who have expressed interest through our NSU website.

Recruitment was conducted during the 2020-2021 academic year. Potential students were recruited at various venues such as Tulsa Community College SE campus in the fall of

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: n/a

n/a

6. Provide any additional comments, exceptions and explanations below: Recruitment opportunities were impacted by the pandemic situation. Furthermore, the current state of education is one of dissatisfaction due to lack of educational funding, support and the negative- but accurate- perceptions of the difficulties of an education career. NSU receives emails from schools in the area that are desperate for science teachers, but the science education numbers at NSU remain low. By moving the emphases into content areas, the goal is to encourage students who are majoring in science content areas to consider a career in education through either a conventional

Recruitment opportunities were impacted by the pandemic situation. Furthermore, the current state of education is one of dissatisfaction due to lack of educational funding, support and the negative-

route or an alternative placement (certification) route.

Review Current Year’s Goal (2021-22)

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7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. ☒ Yes

☐ No

8. Describe your goal. Currently, a physics emphasis is being developed and the biology and chemistry emphases are being moved into the science content areas. By moving the science emphases into content areas, the goal is to encourage students who are majoring in science content areas to consider a career in education through either a conventional route or an alternative placement (certification) route. The goal is to have the emphases of physics, chemistry and biology embedded in the science

Currently, a physics emphasis is being developed and the biology and chemistry emphases are being moved into the science content areas. By moving the science emphases into content areas,

content areas by the fall of 2024. The Earth/space emphasis will no longer be offered.

Set Next Year’s Goal (2022-23)

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9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. ☒ Yes

☐ No

10. Describe your goal. A new goal would involve communicating to high school students the benefits of an education career as well working more closely with Tulsa

A new goal would involve communicating to high school students the benefits of an education career as well working more closely with Tulsa Community College to market education careers.

Community College to market education careers.

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Section II: Annual Goals

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)](#))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

This Page Includes:

- [Report Progress on Last Year’s Goal \(2020-21\)](#)
- [Review Current Year’s Goal \(2021-22\)](#)
- [Set Next Year’s Goal \(2022-23\)](#)

Report Progress on Last Year’s Goal (2020-21)

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1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- ☒ Yes
☐ No

2. Describe your goal. The special education program’s goal is to increase our undergraduate students by 5 and our graduate students by 10.

The special education program’s goal is to increase our undergraduate students by 5 and our graduate students by 10.

3. Did your program meet the goal? ☒ Yes
☐ No

4. Description of strategies used to achieve goal, if applicable: This goal for the undergraduate program was not accomplished. The pandemic negatively impacted the programs ability to recruit in person. Other recruitment efforts took place such a webinars and program faculty teaching the University Strategies course but this was not enough to grow the program beyond four students. The graduate program exceeded the goal. The graduate college held many different webinars and amped their

This goal for the undergraduate program was not accomplished. The pandemic negatively impacted the programs ability to recruit in person. Other recruitment efforts took place such a webinars

advertisement for the graduate program.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: Recruitment of students for the special education undergraduate and graduate program will continue. Efforts will be amplified. Faculty in the special education program will attend on-campus events on the Tahlequah and Broken Arrow campuses. Faculty will also venture off campus to recruit at colleges that have two-year programs. Information about the benefits of becoming a special education teacher, job opportunities within the field, and sources for funding the degree, such as the TEACH grant, will also be shared.

Recruitment of students for the special education undergraduate and graduate program will continue. Efforts will be amplified. Faculty in the special education program will attend on-campus

n/a

6. Provide any additional comments, exceptions and explanations below: n/a

Review Current Year’s Goal (2021-22)

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7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. ☒ Yes
☐ No

Increase the number of students selecting special education as their major.

8. Describe your goal. Increase the number of students selecting special education as their major.

Set Next Year’s Goal (2022-23)

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9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. ☒ Yes
☐ No

10. Describe your goal. The new goal for the special education program is to recruit and retain students who will teach in the field of special education in Oklahoma Public Schools. This goal includes seeking students interested in the non-traditional pathway to special education teacher certification to better fill this field's current

The new goal for the special education program is to recruit and retain students who will teach in the field of special education in Oklahoma Public Schools. This goal includes seeking students

teacher shortage.

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Section II: Annual Goals

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. [\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

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- [Report Progress on Last Year’s Goal \(2020-21\)](#)
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- [Set Next Year’s Goal \(2022-23\)](#)

Report Progress on Last Year’s Goal (2020-21)

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1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

☐ Yes

☒ No

2. Describe your goal.

3. Did your program meet the goal? ☐ Yes

☐ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year’s Goal (2021-22)

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7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. ☐ Yes

☒ No

8. Describe your goal.

Set Next Year’s Goal (2022-23)

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9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. ☐ Yes ☒ No

10. Describe your goal.

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Section III: Program Pass Rates

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

This Page Includes:

- [Assessment Pass Rates](#)

Assessment Pass Rates

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Assessment Pass Rates				
Assessment code - Assessment name	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Test Company Group				
111 -ADVANCED MATHEMATICS	2			
Evaluation Systems group of Pearson				
Other enrolled students				
111 -ADVANCED MATHEMATICS	6			
Evaluation Systems group of Pearson				
All program completers, 2020-21				
111 -ADVANCED MATHEMATICS	2			
Evaluation Systems group of Pearson				
All program completers, 2019-20				
111 -ADVANCED MATHEMATICS	9			

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Evaluation Systems group of Pearson All program completers, 2018-19				
002 -ART	3			
Evaluation Systems group of Pearson All program completers, 2019-20				
002 -ART	3			
Evaluation Systems group of Pearson All program completers, 2018-19				
010 -BIOLOGICAL SCIENCES	1			
Evaluation Systems group of Pearson All program completers, 2019-20				
010 -BIOLOGICAL SCIENCES	3			
Evaluation Systems group of Pearson All program completers, 2018-19				
004 -CHEMISTRY	1			
Evaluation Systems group of Pearson Other enrolled students				
004 -CHEMISTRY	1			
Evaluation Systems group of Pearson All program completers, 2019-20				
004 -CHEMISTRY	3			
Evaluation Systems group of Pearson All program completers, 2018-19				
079 -CHEROKEE	1			
Evaluation Systems group of Pearson All program completers, 2019-20				
079 -CHEROKEE	1			
Evaluation Systems group of Pearson All program completers, 2018-19				
105 -EARLY CHILDHOOD EDUCATION	14	237	8	57
Evaluation Systems group of Pearson All enrolled students who have completed all noncl				
105 -EARLY CHILDHOOD EDUCATION	3			
Evaluation Systems group of Pearson Other enrolled students				
105 -EARLY CHILDHOOD EDUCATION	39	246	30	77
Evaluation Systems group of Pearson All program completers, 2020-21				
105 -EARLY CHILDHOOD EDUCATION	31	249	27	87
Evaluation Systems group of Pearson All program completers, 2019-20				
105 -EARLY CHILDHOOD EDUCATION	34	253	31	91
Evaluation Systems group of Pearson All program completers, 2018-19				
108 -EARTH SCIENCE	1			
Evaluation Systems group of Pearson All program completers, 2020-21				
108 -EARTH SCIENCE	1			
Evaluation Systems group of Pearson All program completers, 2019-20				
008 -EARTH SCIENCE	1			
Evaluation Systems group of Pearson All program completers, 2018-19				
050 -ELEMENTARY EDUCATION SUBTEST 1	24	260	23	96
Evaluation Systems group of Pearson All enrolled students who have completed all noncl				
050 -ELEMENTARY EDUCATION SUBTEST 1	9			
Evaluation Systems group of Pearson				

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Other enrolled students				
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	59	256	56	95
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	54	252	53	98
050 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	62	256	60	97
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	24	254	18	75
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	11	258	9	82
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	60	257	53	88
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	54	257	52	96
051 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	62	255	59	95
107 -ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
107 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	1			
107 -ENGLISH Evaluation Systems group of Pearson All program completers, 2020-21	17	247	16	94
107 -ENGLISH Evaluation Systems group of Pearson All program completers, 2019-20	15	251	14	93
107 -ENGLISH Evaluation Systems group of Pearson All program completers, 2018-19	13	252	13	100
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2020-21	3			
001 -INSTRUMENTAL/GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2019-20	3			
125 -MIDDLE-LEVEL/INTERMEDIATE MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	4			
125 -MIDDLE-LEVEL/INTERMEDIATE MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
125 -MIDDLE-LEVEL/INTERMEDIATE MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	4			

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
129 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
129 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson Other enrolled students	2			
129 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All program completers, 2020-21	10	256	10	100
129 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All program completers, 2019-20	14	255	14	100
129 -MILD-MODERATE DISABILITIES Evaluation Systems group of Pearson All program completers, 2018-19	8			
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	52	260	50	96
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson Other enrolled students	162	259	159	98
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson Other enrolled students	11	266	11	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2020-21	87	261	87	100
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2020-21	63	257	63	100
174 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2019-20	5			
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2019-20	135	262	135	100
074 -OKLAHOMA GENERAL ED TEST (OGET) Evaluation Systems group of Pearson All program completers, 2018-19	140	262	140	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2020-21	4			
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2019-20	42	257	42	100
076 -OPTE: 6-12 Evaluation Systems group of Pearson All program completers, 2018-19	41	259	41	100
075 -OPTE: PK-8 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
075 -OPTE: PK-8 Evaluation Systems group of Pearson Other enrolled students	1			
075 -OPTE: PK-8	24	252	21	88

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Evaluation Systems group of Pearson All program completers, 2020-21				
075 -OPTE: PK-8	90	252	86	96
Evaluation Systems group of Pearson All program completers, 2019-20				
075 -OPTE: PK-8	99	253	95	96
Evaluation Systems group of Pearson All program completers, 2018-19				
012 -PHYSICAL EDUCATION/HEALTH/SAFETY	1			
Evaluation Systems group of Pearson All enrolled students who have completed all noncl				
012 -PHYSICAL EDUCATION/HEALTH/SAFETY	3			
Evaluation Systems group of Pearson Other enrolled students				
012 -PHYSICAL EDUCATION/HEALTH/SAFETY	11	254	9	82
Evaluation Systems group of Pearson All program completers, 2020-21				
012 -PHYSICAL EDUCATION/HEALTH/SAFETY	5			
Evaluation Systems group of Pearson All program completers, 2019-20				
012 -PHYSICAL EDUCATION/HEALTH/SAFETY	4			
Evaluation Systems group of Pearson All program completers, 2018-19				
113 -PHYSICAL SCIENCE	1			
Evaluation Systems group of Pearson All program completers, 2020-21				
013 -PHYSICAL SCIENCE	1			
Evaluation Systems group of Pearson All program completers, 2018-19				
0490 -PPAT	121	44	117	97
Educational Testing Service (ETS) All program completers, 2020-21				
0490 -PPAT	4			
Educational Testing Service (ETS) All program completers, 2019-20				
119 -SPANISH	1			
Evaluation Systems group of Pearson All enrolled students who have completed all noncl				
119 -SPANISH	3			
Evaluation Systems group of Pearson All program completers, 2019-20				
017 -US HIST/OK HIST/GOVERNMENT/ECON	1			
Evaluation Systems group of Pearson Other enrolled students				
017 -US HIST/OK HIST/GOVERNMENT/ECON	3			
Evaluation Systems group of Pearson All program completers, 2020-21				
017 -US HIST/OK HIST/GOVERNMENT/ECON	9			
Evaluation Systems group of Pearson All program completers, 2019-20				
017 -US HIST/OK HIST/GOVERNMENT/ECON	4			
Evaluation Systems group of Pearson All program completers, 2018-19				
003 -VOCAL/GENERAL MUSIC	4			
Evaluation Systems group of Pearson All program completers, 2020-21				
018 -WORLD HISTORY/GEOGRAPHY	1			
Evaluation Systems group of Pearson				

Assessment code - Assessment name

Test Company

Group

Number taking tests Avg. scaled score Number passing tests Pass rate (%)

All program completers, 2020-21

018 -WORLD HISTORY/GEOGRAPHY

2

Evaluation Systems group of Pearson

All program completers, 2019-20

018 -WORLD HISTORY/GEOGRAPHY

1

Evaluation Systems group of Pearson

All program completers, 2018-19

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Section III: Program Pass Rates**Summary Pass Rates**

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. ([§205\(a\)\(1\)\(B\)](#))

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTT's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

This Page Includes:

- [Summary Pass Rates](#)

Summary Pass Rates[Back To Top](#)

Summary Pass Rates

Group Number taking tests Number passing tests Pass rate (%)

All program completers, 2020-21 154 130 84

All program completers, 2019-20 142 133 94

All program completers, 2018-19 144 132 92

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Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

This Page Includes:

- [Low-Performing](#)

Low-Performing

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1. Is your teacher preparation program currently approved or accredited? ☒ Yes
☐ No

If yes, please specify the organization(s) that approved or accredited your program: ☒ State

☒ CAEP

☐ AAQEP

☐ Other specify:

Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state? ☐ Yes
☒ No

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Section V: Use of Technology

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

This Page Includes:

- [Use of Technology](#)

Use of Technology

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1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

1. integrate technology effectively into curricula and instruction ☒ Yes
☐ No
 2. use technology effectively to collect data to improve teaching and learning ☒ Yes
☐ No
 3. use technology effectively to manage data to improve teaching and learning ☒ Yes
☐ No
 4. use technology effectively to analyze data to improve teaching and learning ☒ Yes
☐ No
2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place. All teacher candidates complete a course

that includes the use of technology in curriculum and instruction (EDUC 4823 Emerging Technologies) and they design lessons that include appropriate use of technology. During the 2020-2021, the teacher education program proposed and was approved to change the title of the course and the content. The title was changed to Technology and the 21st Century Learner. The course modifications for EDUC 4823 were based on student feedback and CAEP requirements. Surveying students at the end of completing the EDUC 4823 course had shown that students express a desire for fewer topics explored in greater depth. Students also feel that some of the current concepts/topics taught in the course are not relevant to their future classroom experiences. In addition to student feedback, CAEP requires evidence that teacher candidates are proficient in applications of technology for enhancement of P-12 learning such as: model and apply technology standards (ISTE); demonstrate knowledge and skill proficiencies including; accessing databases, digital media, and/or electronic sources track and share student performance data digitally. The changes to EDUC 4823 addressed concerns from students and CAEP recommendations by narrowing the curriculum and aligning student learning outcomes with technology standards. Students continue to explore critical thinking, problem solving and digital communication through hands on activities and application in the areas of robotics, web-based resources, digital tools, M-learning and social media either through the course or through service learning projects. All teacher candidates also complete a teacher work sample in an electronic database, which includes designing instruction for students with varying needs and abilities as well as the collection, analysis and display of data to document student achievement in authentic classroom settings. Within the teacher work sample assignment, candidates provide an analysis of student learning for each learning goal, and a reflection on how to strengthen their teaching to improve student learning. Teacher work samples are approved by PK-12 teachers in their classroom and evaluated by university faculty. They yield data not only about individual candidate performance, but also aggregated data about areas of strength and areas for improvement in the teacher preparation program as a whole. We have developed a more streamlined assessment system using Anthology (formerly Chalk & Wire) and Blackboard. We are striving to better provide updated data from our key assessments electronically to faculty and administrators in order to more efficiently use the data for continuous improvement. We have completed the process of revising all key assessments, checking for validity and reliability and have implemented the newly revised key assessments. Many of our teacher preparation programs also use Zoom Use of Technology for blended courses to better meet the needs of our teacher candidates busy schedules. During the 2020-2021 academic year, Zoom was used especially due to the COVID pandemic and many students were given the Zoom virtual class meeting option for their safety. Technology funds come from the college's portion of student fees, as well as other funds distributed at the institutional level. During the 2020-2021 academic year, these funds directly supported instruction and included the purchase of classroom technologies through each department as follows: The Curriculum & Instruction Department which consists of the elementary, early childhood, special education, reading, and teacher education programs purchased Bookflix software, online libraries, streaming webcams, Blackboard LMS Integration, & dyslexia screening tools. The Health & Kinesiology program purchased wireless microphones, blood pressure monitors, incline trainer rower & delivery, oxygen sensor, nordic track X11, nordic track ifit rowing machine, blood glucose monitors, and medco ergonomic cycle. The Cappi Wadley Reading Center housed in the College of Education purchased logitech headsets for Pearson Lab (housed in Cappi Wadley), virtual reading coach subscriptions, read naturally subscriptions, and rocketbooks. These purchases, technology strategies in the coursework, and technology work space labs enhance learning of teacher candidates and provide opportunities for faculty to model effective use of technology in K-12 classrooms. Finally, all Special Education teacher candidates are required to create and submit an Assistive Technology device for a key assessment that aligns with all three principles of universal design for learning. These Assistive Technology devices must be two dimensional or three dimensional in nature. Teacher candidates are required to identify how their device would benefit a student with communicative needs and they must demonstrate how their device works. There are plans to purchase more Assistive Technology materials in the future so that teacher candidates have

authentic practice utilizing equipment before implementing them to individual students with disabilities.

All teacher candidates complete a course that includes the use of technology in curriculum and instruction (EDUC 4823 Emerging Technologies) and they design lessons that include appropriate

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Section VI: Teacher Training

Teacher Training

Provide the following information about your teacher preparation program. ([§205\(a\)\(1\)\(G\)](#))

This Page Includes:

- [Teacher Training](#)

Teacher Training

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1. Provide a description of the activities that prepare general education teachers to:
 1. Teach students with disabilities effectively All teacher candidates take a course in working with children with disabilities, SPED 4433 - Introduction to Education of Children with Exceptionalities. Candidates are required to complete clinical experiences in classrooms with children who have disabilities.

Within the introductory SPED course, students are required to observe a student with a disability in the classroom and interview a parent or sibling of a child with a disability. They also are required to critique several research articles on current trends and issues in Special Education. In addition, our program has a strong emphasis on addressing students' learning styles from a variety of perspectives. In every lesson plan, candidates must address how they would modify or accommodate learning and assessment experiences to meet individual student needs aligned with Individualized Education Programs (IEPs).

All teacher candidates take a course in working with children with disabilities, SPED 4433 - Introduction to Education of Children with Exceptionalities. Candidates are required to

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. All teacher candidates take a course in working with children with disabilities, SPED 4433 - Introduction to Education of Children with Exceptionalities. In this course, teacher candidates learn that IEPs are written by a team of professionals and that members of this team must include general education teachers, an LEA representative, the Special Education teacher, and any related service providers. Responsibilities of general education teachers include designing and delivering customized services and instruction within the general education classroom. Teacher candidates must also develop a paper for which they identify students, teachers, and parents rights in special education including the Council for Exceptional Children Ethical Principles and Practice standards. All Special Education coursework aligns with Council for Exceptional Children Teacher Preparation Standards.

All teacher candidates take a course in working with children with disabilities, SPED 4433 - Introduction to Education of Children with Exceptionalities. In this course, teacher

3. Effectively teach students who are limited English proficient. All elementary education majors are required to take ELED 4372 Strategies for English Language Learners in Elementary & Middle Grades (Course description: Teacher candidates will learn to apply effective strategies in the classroom for students from diverse families, cultures, and communities. The strategies learned in this course will allow teacher candidates to understand how various evidence based strategies benefit English Language Learners in public schools.) This course covers not only effective strategies for English Language Learners, but language acquisition as well. All other teacher preparation programs have embedded ELL strategies within their curriculum so that teacher candidates are fully prepared to accommodate the learning needs of ELL students in their future classrooms. We collect evidence at the unit level of teacher candidates' knowledge, skills, and dispositions regarding learner differences, including students with disabilities and limited English proficiency, in the Educational Psychology course candidates take their first semester in the teacher preparation program and again at the end of their program during the Learning Project they complete during their full internship. This evidence is in the form of artifacts submitted to an electronic portfolio that demonstrates competency of two InTASC Model Core Teaching Standards. The competency demonstrated early in the program is "Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards" (OK Competency 3, InTASC Standard 2). The competency demonstrated during the full internship Learning Project is "The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, the community; and adapts instruction based upon assessment and reflection" (OK Competency 7, InTASC Standard 7).

All elementary education majors are required to take ELED 4372 Strategies for English Language Learners in Elementary & Middle Grades (Course description: Teacher candidates will learn

2. Does your program prepare special education teachers? ☒ Yes
☐ No

If yes, provide a description of the activities that prepare *special education teachers* to:

1. Teach students with disabilities effectively The special education program prepares teacher candidates to work with children with varying disabilities and to provide evidence-based academic, behavior, social, and functional strategies. Candidates write multiple individualized education programs (IEPs); observe student behavior to develop functional behavior assessments (FBAs) and positive behavior intervention plans (BIPs); conduct individual assessments using current academic achievement tests; use/learn to administer assessments such as the Diagnostic Assessment in Reading and the Wide Range Achievement Test and collect data to individualize instruction; understand the eligibility process and response to intervention; and participate in role playing scenarios, as well as authentic IEP meetings, during their clinical experiences. As of the 2020-2021 academic year, all Special Education teacher candidates are required to take all three reading courses which have tutoring experiences embedded within them therefore allowing the teacher candidate to gain valuable experience working with struggling readers. SPED teacher candidates are required to take READ 4213 - Remediation for Dyslexia & Struggling Readers (Course description: Students focus on how the brain learns to read, factors affecting reading abilities in school-aged children, what dyslexia is, how to assess it, and how to remediate dyslexia and help struggling readers in a school setting. Students will administer and analyze reading data from children and research best practices for effective interventions). SPED students are also now required to take The SPED program continues to develop partnerships with area schools working toward more tutoring opportunities. Teacher candidates currently create real life scenario IEPs and FBA/BIPs utilizing the EdPlan IEP database system used by all Oklahoma public school systems to enable an easy transition into the classroom setting. Within their major, special education candidates are required to take a series of courses designed to develop content knowledge, foster teaching skills, and identify dispositions

The special education program prepares teacher candidates to work with children with varying disabilities and to provide evidence-based academic, behavior, social, and functional

needed to teach students with a variety of disabilities.

2. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. Candidates write multiple individualized education programs (IEPs); observe student behavior to develop functional behavior assessments and positive behavior intervention plans; conduct individual assessments using current academic achievement tests; use/learn to administer assessments such as the Diagnostic Assessment in Reading and the Wide Range Achievement Test and collect data to individualize instruction; understand the eligibility process and response to intervention; and participate in role playing scenarios, as well as authentic IEP meetings, during their clinical experiences. Teacher candidates currently compose their IEPs using the same database system EdPlan that is used by the State of Oklahoma.

Candidates write multiple individualized education programs (IEPs); observe student behavior to develop functional behavior assessments and positive behavior intervention plans; conduct

3. Effectively teach students who are limited English proficient. Our teacher candidates learn many accommodations for English Language Learners since it is embedded within our curriculum and the Council for Exceptional Children (CEC) standards. The majority of our courses address minority populations

Our teacher candidates learn many accommodations for English Language Learners since it is embedded within our curriculum and the Council for Exceptional Children (CEC)

including those whose primary language is not English.

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Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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This Page Includes:

- [Contextual Information](#)

Contextual Information

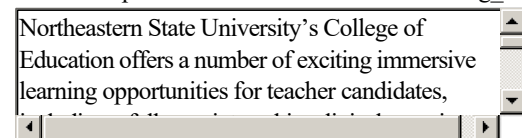
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Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Northeastern State University's College of Education offers a number of exciting immersive learning opportunities for teacher candidates, including a full-year internship, clinical experiences and coursework offered at rural and urban public schools, international clinical experiences, robotics in the curriculum for all preservice teachers to enhance critical thinking skills, and hands-on preservice experiences through our reading clinics. These experiences are the result of multiple partnerships with our stakeholders. Educating Professionals in Co-Teaching (EPIC) Professional Development School was renamed to Northeastern's Enhanced eXperience in Teaching (NEXT). NEXT provides preservice teachers with the opportunity to intern in the public schools for a full year, rather than the traditional one-semester clinical experience. NEXT develops and enhances the internship experience for each participant. The NEXT pre-service teaching professionals are cultivated and encouraged to explore best teaching practice, research based pedagogical techniques and positive classroom behavior management strategies. NEXT is preparing future teachers by providing them with opportunities to have more time, more attention and collaboration with top mentor teachers in the field. The rigorous NEXT program is structured so that preservice teachers complete their program in the same amount of time as the traditionally prepared teachers. Teacher candidates participating in NEXT had a significant increase in clock hours from the previous year and completed an average of 256 hours the first semester and 640 hours the second semester of clinical field experiences in a co-taught classroom environment with several local partnered school districts. See website for NEXT details:

<https://coe.nsuok.edu/clinaleducation/pre-internship-2.aspx> Teaching and Urban Reform Network (TURN): Preservice teachers are immersed in the culture, challenges and opportunities of education in urban public school settings through the Teaching and Urban Reform Network (TURN) experiences, respectively. Preservice teachers take the core courses Educational Psychology and Clinical Teaching/Pre-Internship I at the school site, in conjunction with the internship experience. The TURN programs were created as early identification options for pre-service teachers who exhibit dispositions, academic performance and desire to commit to

serving and teaching in urban or rural schools and communities. The preservice teachers interact with executive staff and school board members, parents, teachers and P-12 students. Every course assignment objective includes ways to use culturally relative instruction, inclusiveness of all socioeconomic demographics, heterogeneous pedagogy and cultural awareness and sensitivity. See website link: <https://coe.nsuok.edu/clinicaleducation/pre-internship-1.aspx> Seeking Knowledge & Immersive Learning Leaders in a Suburban setting (SKILLS): Beginning Spring 2020, NSU College of Education begin the SKILLS internship opportunity. SKILLS (Seeking Knowledge & Immersive Learning is a Suburban setting) in a unique Pre I Internship placement for teacher candidates to have the opportunity to intern on a suburban campus in south Tulsa (Jenks Public Schools) with 1530 students and more than 30 languages represented. During this internship, interns will also have the opportunity to participate in a STEAM lab and experience all the exciting things children are learning through a Community School Approach. This program provides a field-based clinical experience in a suburban public school. Students are in the classroom for a minimum of 12 full days, once a week, during the semester. Students complete the internship requirement, EDUC 3313, and EDUC 3113 co-currently during the one day per week on-site attendance. See website link: <https://coe.nsuok.edu/clinicaleducation/pre-internship-1.aspx> International Clinical Experiences: NSU's teacher candidates can complete a clinical experience in an international setting. During the Fall 2019 semester, teacher candidates gained valuable immersive experiences while at Amadeus International School in Vienna, Austria. Future trips are in the pre-planning stage. New partnerships with local organizations are currently in development to provide a reciprocal immersive experience for teacher candidates in China to complete their Early Childhood degree here at NSU. Due to the COVID pandemic, students were not able to travel internationally during the Spring 2021 semester. See website link: <https://visinternship.weebly.com/school.html> Robotics and Innovative Learning All preservice teachers experience robotics through which critical thinking, problem solving, teamwork and leadership are fostered. The robotics program continues to be implemented and embedded within the Technology in Education classes. The robotics labs on the Tahlequah and Broken Arrow campuses provide space and equipment necessary for the preservice teachers to build and test robots and apply curriculum, mentor and interact with elementary, middle, high school, and university students. Feedback from teacher candidates indicates that they feel better prepared to facilitate critical thinking, problem solving, teamwork and leadership in their P-12 students based on these experiences. The College of Education continues to analyze data on the program's impact on the teacher candidates' critical thinking ability. Both STEAM maker labs on the Tahlequah and Broken Arrow campuses provide ample opportunity for teacher candidates and local area schools/teachers to utilize and manipulate the newest technology available for classrooms. Many of the technology/robotics opportunities for our teacher candidates stem from the COE's Innovation and Discovery Education Academy (IDEA), formerly known as the Robotics Academy for Critical Engagement. The STEAM maker lab on the Tahlequah campus along with robotics labs were relocated to a larger facility in Fall 2021, allowing for the revamping of the structure of the center and was opened as the Innovation and Discovery Education Academy (IDEA). Here are a list of some of the IDEA) Local, national and international activities: --IDEA is heavily involved in the public schools surrounding our campuses. The IDEA director and faculty train teachers in how to set up robotics teams and practice scrimmages at the local level (soon to be renamed). -Because of the extensive work in Oklahoma. NSU's College of Education hosts the state robotics scrimmage for over 200 schools. -The IDEA program and Broken Arrow campus STEAM Maker Lab are also an integral part of the Broken Arrow Public Schools Gifted and Talented enrichment program. -IDEA implements multiple summer camps for area children each summer. See website link: <https://coe.nsuok.edu/Outreach/RoboticsAcademy/default.aspx> Reading Clinics The Cappi Wadley Literacy Center on the Tahlequah campus. Candidates gain practical experience working in the clinic under the supervision of Northeastern State faculty, while students from Tahlequah and surrounding communities are brought in by bus and enrolled through their after school programs at their elementary schools. Students receive additional instruction in reading and literacy skills. The Wadley Literacy Center has already helped several school districts through tutoring offerings and parent resources on parent night. These efforts have been sustainable and the NSU reading programs serve as an example for other reading programs across the nation. Many top reading faculty and researchers visited our centers during the 2019-2020 academic year to see the long-term impact that we are creating for pre-service candidates and K-12 students. These visits were slowed during the 2020-2021 academic year, due to the Covid pandemic, but many faculty and K-12 students were still served. See website link for all services provide by the CappiWadley Literacy Center: <https://academics.nsuok.edu/Portals/23/pdfs/CappiWadleyBrochure.pdf> The Broken Arrow Reading Clinic is on the BA campus and is a hub for schools, teachers, and parents. Each year, the BA literacy clinic serves hundreds of students of varying diverse backgrounds to improve reading proficiency and receive direct one-to-one instruction with trained reading specialists and pre-service teachers. The BA literacy clinic has observation rooms and trained directors to assist with student feedback and teach parenting classes on ways to improve their own children's reading skills at home. In addition, the reading department also established a relationship with the NSU Optometry Clinic (later renamed the Leslie Walls Vision Center) to help children with vision needs. Moreover, the reading department maintains relationships with multiple public schools in the Tulsa-Metro area. The Broken Arrow Reading Clinic offers literacy and tutoring services as a free service to 100 students each academic year. The Cappi Wadley Reading and Technology Clinic is housed in Bagley Hall on the Tahlequah campus and served approximately 250 students in 2020-21 (200 tutoring and 54 dyslexia screenings). Due to the high need for reading strategies and resources in the Northeastern part of Oklahoma, the College of Education opened another reading clinic on the Muskogee campus. This reading center partners up with other interdisciplinary programs at NSU to provide numerous services to the community. See website link for information pertaining to all College of Education Reading Centers: <https://coe.nsuok.edu/Outreach/#Reading> Sustainability Annual Accreditation Overviews are available at: <https://coe.nsuok.edu/Accreditation/>



Supporting Files

No files have been provided.

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Link Text

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Info

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Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

Name of responsible representative for teacher preparation program:

Title:

Certification of review of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

Name of reviewer:

Title:

Certify and Submit Report Card